

**Institute for Curriculum Services' Review of 2014-2016 2<sup>nd</sup> Draft of  
History-Social Science Framework for California Public Schools  
January 2016**

**General Comments:** This review covers all 23 chapters of the second draft of the *History-Social Science Framework for California Public Schools*, approved by the Instructional Quality Commission for its second review on November 20, 2015. See the following website for links to the chapters: <http://www.cde.ca.gov/ci/hs/cf/hssfw2ndreview.asp>.

In 2008 and 2009, the Institute for Curriculum Services (ICS) offered a number of suggestions to improve the accuracy of the 2009 revision of the California History-Social Science Framework, and ICS greatly appreciates the many changes that were made and that remain in this draft. This version of the Framework has a number of changes that incorporate developments in this subject area since that time. While the vast majority of the updates are for the better, a few errors and problems have emerged, which ICS has detailed below. ICS also has a few suggested additions to round out the coverage of history and social studies in our diverse and multicultural state. ICS sincerely thanks the History Social Science Subject Matter Committee (SMC) for their consideration of our suggested changes.

**Note on Formatting:**

**Add** or **Change** indicates a suggestion is to be made to the text of the Framework.

~~Single strikethrough~~ indicates a deletion proposed by ICS.

Single underline indicates an addition proposed by ICS.

**ICS Comments** indicate an explanation for the proposed change.

**Chapter 1: Introduction**

Chapter 1, hssfw-chapter1.doc, page 6, lines 121-128, Content, **Add:** “California’s students also need to know the history and geography of the world beyond our national borders. In the middle grades students begin their study of the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, ancient Israel, China, and India. Their learning extends into subsequent civilizations such as the ancient Greeks and Romans. Students analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions.”

**ICS Comments:** The Framework details the study of ancient Israel in Chapter 10, Grade 6 as part of World History and Geography: Ancient Civilizations, on pages 201-2014, lines 571-631, but the topic of ancient Israel is omitted from this overview list. Ancient Israel should be included to inform teachers about which civilizations they will be covering. Ancient Israel is not located in Mesopotamia, nor the other regions listed. Alternatively, ancient Israel could be listed in the next sentence, since the section in which it is covered is included in the text after Egypt and Kush, and before Greece: “Their learning extends into subsequent civilizations such as the ancient Israelites, Greeks and Romans.”

**Chapter 5: Grade Two**

Chapter 5, Grade Two, hssfw-chapter5.doc, page 66, lines 141-153, **Add:** “**Biographies: People Who Made a Difference** - In Standard 2.5, students will be introduced to the many people,

ordinary and extraordinary, who have contributed to their lives and made a difference. The teacher may pose a question such as, **What makes someone heroic?** or “Who are some people who have made a difference in our lives?” A picture book, such as *Rosa* by Nikki Giovanni, introduces students to an ordinary person, Rosa Parks, whose actions made a tremendous difference in the lives of others. Students learn about a variety of men, women and children whose contributions can be appreciated by young children and whose achievements have directly or indirectly touched the students’ lives or the lives of others. Included, for example, are scientists such as George Washington Carver, Marie Sklodowska Curie, Albert Einstein, Louis Pasteur, Jonas Salk, Charles Drew, and Thomas Edison; authors; musicians, artists and athletes, such as Jackie Robinson and Wilma Rudolph.”

**ICS Comments:** Including the figure of Jonas Salk is appropriate because students will understand on a personal level the impact of his work, since all (or most) of them have received the vaccinations he was instrumental in developing. Einstein should be included for his world-changing work and because of his engaging life story; teaching about his early school failures followed by his later achievements will inspire students, especially struggling learners.

Chapter 5, Grade Two, hssfsw-chapter5.doc, page 67, line 160, **Add:** “Grade Two Classroom Example Heroes Making A Difference (Designated ELD Connected to History/Social Studies) - In social studies, Mr. Torres’s class is learning about the importance of individual action and character and how heroes from long ago and the recent past have made a difference in others’ lives (e.g., Dolores Huerta, Abraham Lincoln, Harriet Tubman, Bella Abzug, Gloria Steinem, Betty Friedan, Yuri Kochiyama, Martin Luther King, Jr.). Mr. Torres takes care to emphasize historical figures that reflect his students’ diverse backgrounds. The class reads biographies of the heroes, views multimedia about them, and discusses the details of their lives and their contributions to society. Ultimately, they will write opinion pieces about a hero they select.”

**ICS Comments:** The Framework for Grade Two states that “students learn about a variety of men, **women** and children whose contributions can be appreciated by young children and whose achievements have directly or indirectly touched the students’ lives or the lives of others.”

Second graders should learn about major leaders of the women’s movement such as key leaders Bella Abzug, Gloria Steinem, and Betty Friedan who fought for vital legislation for the rights of women, and gave crucial support for Title IX, directly improving the live of girls and women in this country.

Bella Abzug was a three-term U.S. Representative, activist, feminist, and leader in the American and international women’s movements. An attorney for 25 years, specializing in labor and tenants’ rights, and civil rights cases, during the McCarthy era she was one of the few attorneys willing to fight against the House Un-American Activities Committee. Abzug fought to pass the Equal Rights Amendment and other vital legislation for the rights of women such as Title IX. Abzug also spoke against the Vietnam War and focused on women’s rights and human rights around the world as co-creator and president of the Women’s Environmental and Development Organization (WEDO), a global organization focusing on the environment, women, and economic justice. Abzug famously said: “A woman’s place is in the house – the House of Representatives.”

Betty Friedan was an activist, and feminist writer, and is often credited with being the mother of the second wave of 20<sup>th</sup> century feminism. Author of the *Feminine Mystique*, and other books on feminism, Friedan was one of the founders of NOW, the National Organization for Women, co-wrote its statement of purpose in 1966, and was its first president. Friedan remained

active in politics and advocacy for the rest of her life, authoring six books on gender.

Gloria Steinem is a journalist, activist, and leader in the feminist movement, and media spokeswoman on issues of equality, speaking out on race and gender issues. With Betty Friedan and Congresswoman Bella Abzug, Steinem helped lead the 1970 Women's Strike for Equality. In 1971, she co-founded *Ms. Magazine*, a major popular forum for issues affecting women. Steinem went on to co-found a number of vital organizations, including the Women's Action Alliance, the National Women's Political Caucus, and the Women's Media Center, and testified before the Senate for the Equal Rights Amendment. In 2013, Steinem received the Presidential Medal of Freedom. She continues to advocate for women's rights, racial equality, gay rights, and peace.

## Chapter 7: Grade Four

Chapter 7, Grade Four, hssfw-chapter7.doc, page 105, lines 436- 447, **Add:** “The years following 1850 brought a transportation revolution, increased diversity, and agricultural and industrial growth to California. The Pony Express, the Overland Mail Service, and the telegraph service linked California with the East. The completion of the transcontinental railroad in 1869 linked California with the rest of the nation. With the help of topographic maps and Mary Anne Fraser’s *Ten Mile Day*, students can follow the Chinese workers who forged eastward from Sacramento through the towering Sierra Nevada Mountains, digging tunnels and building bridges with daring skill. They then meet the “sledge and shovel army” of Irish workers who laid the tracks westward across the Great Plains. Completion of the railroad and newly built seaports increased trade between Asia and eastern cities. They also brought thousands of new settlers to California, including the Wakamatsu Tea and Silk Colony from Japan. Students should also learn about the economic opportunities created by those who supplied the new immigrants with food, clothing, housing, banking, mail, and transportation. Students can read about such early merchants as Levi Strauss, bankers Henry Wells and William Fargo, and railroad tycoons Hopkins and Huntington (both who started as gold rush hardware merchants), Crocker, and Stanford.”

**ICS Comments:** The standards for grade four ask students to “explain how the Gold Rush transformed the economy of California” but there is very little in the Framework on the economic opportunities created by the Gold Rush. This section of the Framework is called “California as an Agricultural and Industrial Power” yet there are few specifics answering, “What role did immigrants play in California’s economic growth and transportation expansion?” Readily available biographies of the immigrant merchant Levi Strauss can be used to illustrate how the Gold Rush spurred on the growth of other non-mining industries while at the same time illustrating the “ethnic, social, and cultural diversity” of California. Other primary source narratives by less well-known immigrant merchants and farmers who also supplied the 49ers can be paired with Strauss to cover multiple ethnic backgrounds. Teaching about the bankers who founded Wells Fargo Bank provides an opportunity to also talk about the overland mail service, the pony express, and stagecoach services, as well as banking. Teaching about the four founders of the western half of the transcontinental railroad (Mark Hopkins, Collis P. Huntington, Charles Crocker, and Leland Stanford) will provide background for discussing how immigrants came to California after 1869 and how the railroad transformed California. This Framework admirably fills in crucial elements of the multicultural history of California, and should at the same time flesh out the role of merchants, bankers, and railroad leaders in California’s economic growth.

## Chapter 8: Grade Five

Chapter 8, Grade 5, hssfw-chapter8.doc, pages 149-150, lines 573-583, **Add:** “Even if people did not actively engage in battle, the Revolution forced all individuals living in the colonies to endure extreme economic and personal hardship. Wartime inflation and laws that prohibited the hoarding of goods deprived most families of materials they had been accustomed to purchasing or consuming. To gain a fuller understanding of the era and how the war was experienced on the ground, students can examine the contributions of Abigail Adams, Deborah Sampson, Mercy Otis Warren, Nathan Hale, Haym Salomon, Phillis Wheatley, Mary Ludlow, and Benedict Arnold. By focusing their studies on an individual that was touched by the Revolution, students can more fully explore one perspective, view primary sources related to him/her, investigate change over time, and make claims of historical significance about how people changed because of the war.”

**ICS Comments:** This section expands our understanding of the contributions of ordinary citizens, including African Americans and women to the American Revolution, and should also include other non-military ways Americans supported the Revolution. Jewish American loan broker and businessman Haym Salomon kept the struggling new nation afloat through his business skills, obtaining loans from France and Holland. A U.S. postal service stamp issued in his honor stated: “Financial Hero—Businessman and broker Haym Salomon was responsible for raising most of the money needed to finance the American Revolution and later to save the new nation from collapse.” When Washington’s war chest was empty, Salomon financed the Yorktown campaign, the last important Revolutionary war battle, and even gave his own money to equip soldiers. For more details see paragraph 11 in <http://www.revolutionarywararchives.org/salomon.html>. For more on his vivid and engaging life, see: <http://www.jewishencyclopedia.com/articles/13035-salomon-haym>; [http://www.nps.gov/revwar/about\\_the\\_revolution/haym\\_salomon.html](http://www.nps.gov/revwar/about_the_revolution/haym_salomon.html); and <http://www.britannica.com/EBchecked/topic/519595/Haym-Salomon>.

## Chapter 10: Grade Six: World History and Geography: Ancient Civilizations

Chapter 10, Grade Six, hssfw-chapter10.doc, page 175, lines 14-17, Global Overview: Early Beginnings to 300 CE, **Add:** “Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin.”

**ICS Comments:** The Framework details the study of ancient Israel on pages 201-204, lines 571-631, but the topic of ancient Israel is omitted from this overview list. Ancient Israel should be included so that teachers can be informed about which civilizations they will be teaching.

Chapter 10, Grade Six, hssfw-chapter10.doc, page 201, lines 582-584, **Add:** “Originally a semi-nomadic pastoral people originating in Mesopotamia, living on the Mesopotamian periphery by the eleventh century BCE they organized the ~~k~~Kingdom of Israel in the area of modern-day Israel.”

**ICS Comments:** When explaining the location of ancient kingdoms, the sixth-grade Framework identifies the modern day locations of all of the other kingdoms, but omits the location of ancient

Israel in the area of modern Israel. For comparison, see line 394 “modern Iraq,” line 422 “the area of modern-day Syria,” line 436 “Anatolia (modern Turkey),” and again on line 649 “Anatolia (modern Turkey),” line 677 “present-day Iran,” line 787 “present-day Afghanistan” and line 829 “Sri Lanka today.” To help teachers and students visualize the location, the brief and clear phrase “in the area of the modern-day Israel” should be added.

The expression “living on the Mesopotamian periphery” is vague and unclear, and the way the sentence is structured, it is not clear that the Israelites originated in Mesopotamia.

The name “Kingdom of Israel” should be capitalized, as are other proper names, including the New Kingdom, Assyrian Empire, Babylonian Empire, the Achaemenid Empire, Parthian Empire, Sasanian Empire, Kushan Empire, Maurya Empire, Roman Empire, and Han Empire.

Chapter 10, Grade Six, hssfw-chapter10.doc, page 202, lines 584-585, **Add:** Founding a capital in the city of Jerusalem, they erected a Temple which centralized their religion, terraced the hillsides in their land and built up an agricultural economy.”

**ICS Comments:** This brief addition sets up the next section, which asks, “How did the religious practices of Judaism change and develop over time?” In order to see that the religion changed over time to become more portable after the Romans destroyed the Temple and consequent Jewish diaspora, students first have to learn that the religion was previously centralized in the Temple in Jerusalem.

Chapter 10, Grade Six, hssfw-chapter10.doc, pages 202-203, lines 606-608, **Add:** “The Exodus from Egypt and the journey from slavery to freedom was an event of great significance to Jewish law and belief, ~~especially the concept of a special relationship or covenant between the Israelites and God~~ and has resonated deeply with other enslaved peoples.”

**ICS Comments:** While the historical event is of great significance to Judaism and the Jewish people, the thematic metaphor of the Exodus as the paradigm of the journey from slavery to freedom, oppression to liberation, and subjugation to independence resonates with other cultures, both within Western Civilization and beyond. As told in the Book of Exodus in the Hebrew Bible, the journey from slavery to freedom has great significance in American history. It was a key metaphor used by the Pilgrims, and the Abolitionists, and also during the American Civil War, because of its obvious parallels. The biblical Exodus, with its inherent emphasis on the values of freedom and compassion for the outsider, became a code phrase for African Americans in many Exodus-themed spirituals from the slavery era. During the Civil Rights’ movement, many of these spirituals were re-purposed in songs such as *Go Down Moses*, made famous by Paul Robeson, a great example of the resonance of this journey among African Americans. The Exodus theme was used regularly in the speeches of Rev. Martin Luther King, Jr. and Malcolm X. For example, in “I’ve Been to the Mountaintop,” Rev. King’s final speech before he was assassinated, King inspired the civil rights movement by evoking the biblical narrative. He provided the analogy of the Israelites’ struggles and their ultimate liberation, referring to the enslaved Israelites who were eventually liberated:

I would watch God's children in their magnificent trek from the dark dungeons of Egypt through, or rather across the Red Sea, through the wilderness on toward the promised land... whenever the slaves get together, something happens in Pharaoh's court, and he cannot hold the slaves in slavery. When the slaves get together, that's the beginning of

getting out of slavery. Now let us maintain unity.

(<http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm>)

In literature and political struggles around the globe, the Exodus became the paradigm for political freedom, as well as spiritual freedom. Its inclusion here can provide students with the background for other uses of this paradigm in American and also in World History.

Also, the California standards 6.3.4 state: “Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and **other people** (bold added),” and the proposed revisions above include the Exodus’ significance to other peoples.

Chapter 10, Grade Six, hssfw-chapter10.doc, pages 202, lines 609-611, **Change**: “After the Exodus, Saul, David, and Solomon—three successive kings who ~~probably~~ lived around the eleventh and tenth centuries BCE—united the land of Israel into a state.”

**ICS Comments**: In other sections where ancient dates are approximate, the terms “about,” “around,” and “approximately” are used. The current phrasing, not used elsewhere in the Framework, questions the historicity of these figures. The phrasing in such instances should be used consistently.

Chapter 10, Grade Six, hssfw-chapter10.doc, pages 203, lines 609-613, **Add**: “...united the land of Israel into a state. King David enlarged the Kingdom of Israel, established the capital in Jerusalem, was a poet and musician, and is believed to have written many of the Psalms in the Hebrew Bible. King Solomon extended the Kingdom of Israel through many alliances. He is best known for his wisdom and aesthetic sensibilities in designing and building the First Temple and other structures in Jerusalem. The books of Proverbs, Ecclesiastes, and the Song of Songs in the Hebrew Bible are attributed to Solomon. ~~However, a~~After Solomon’s reign, the unified kingdom split into two: Israel in the north and Judah (from which the words Judaism and Jews are derived) in the south.”

**ICS Comments**: The leadership accomplishments and religious contributions of these rulers of ancient Israel should be included. The religious literature attributed to David and Solomon is significant to Jews and Christians alike. In the discussion of the rulers of Egypt in lines 506-520, the Framework states the accomplishments of Thutmose III, Queen Hatshepsut, and King Ramses II, and those of the rulers of India Chandragupta Maurya and Ashoka in lines 922-932, therefore, David and Solomon’s accomplishments should also be listed. Also, in 678-671 the Framework states, “Homer wrote the *Iliad* and the *Odyssey*,” despite the lack of definitive historical evidence for his presumed authorship. The recommended sentences will help students understand the historical and religious significance of these two rulers.

Chapter 10, Grade Six, hssfw-chapter10.doc, pages 203, lines 628-631, **Change**: “In 70 CE, the Roman army destroyed the Jews’ ~~†~~Temple in Jerusalem. As Jews lost their states and spread out into many other lands, their religious practice and community life had to adapt. During the Babylonian period, exiled Jews wrote down, and later codified, the sacred texts that had previously been orally transmitted. When the Second Temple was destroyed, those texts were carried to new communities and preserved and studied by religious teachers or sages, such as Yohanan ben Zaeekkai in the first century CE, ~~and~~. Ben Zaeekkai played an important role in the development of Rabbinic Judaism, fostering the fledgling (now mainstream) post-Temple form of Judaism, ensuring that Jewish tradition would be passed on to younger generations.”

**ICS Comments:** The Framework asks, “How did the religious practices of Judaism change and develop over time?” This brief addition explains how Judaism became a portable religion, carried to new communities all over the world after the Romans destroyed the Second Temple, and propelled the creation of a Jewish diaspora. If students learn the religion was previously centralized in the Temple in Jerusalem, and then became portable when texts were carried to new communities, they can easily answer this key question. This addition also addresses standard 6.3.5; see the next paragraph.

It is customary to capitalize the “T” in the name of the First and Second Temples in Jerusalem, as they are proper nouns. It is correctly capitalized in the sixth grade *History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Twelve*, in 6.3.5: “Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.” ICS also recommends capitalizing the ‘F’ and ‘S’ in First Temple and Second Temple when they are used as proper nouns to demonstrate the unique status of these houses of worship.

The name Ben Zakkai should be transliterated as corrected, with two “k”s instead of two “c”s, in keeping with the system used by the Library of Congress and many other institutions. The current draft Framework spelling is the same as the current sixth grade *History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Twelve*, which is in error. See: “6.3.3: Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.” ICS suggests implementing this correction to the spelling of the name of Yohannan ben Zakkai in this Framework now, and correcting the name in the Standards later, when they come under review. ICS will make sure to address that point in a timely fashion when we submit our review of the Standards.

Chapter 10, Grade Six, hssfw-chapter10.doc, pages 203-204, lines 621-628, **Change:** “Many Jews left ~~Canaan~~ Judea, dispersing to lands throughout the Middle East, North Africa, and Europe. They carried with them the beliefs, traditions, and laws that served them in constituting new social and economic communities in many lands.

**ICS Comments:** Canaan was not the name in use at the time of the Diaspora caused by the Romans after 70 C.E. “Judea” was the name after the start of the Hellenistic period. Judea regained independence under the Hasmoneans, but eventually became a Roman province in 6 C.E. The Romans continued their use of the name Judea until after the Bar Kochba revolt. The name of the region in this sentence should be changed to accurately reflect the historical name in use from c. 323 B.C.E. – 135 C.E.

## **Chapter 11: Grade Seven: World History and Geography: Medieval and Early Modern Times**

Chapter 11, Grade Seven, hssfw-chapter11.doc, page 246, lines 281-286, **Change:** “...The church communities welcomed new converts ~~without consideration of their~~ from a range of political ~~or~~ and social standings, including the urban poor and women. Upper class and influential Romans who converted appear to have been predominantly women, and some of them assumed leadership positions. Many Jews did not convert to Christianity, and Judaism and Christianity split into two separate religions.”

**ICS Comments:** The phrase “without consideration” incorrectly leads readers to understand that this differed from the Jewish approach to eligibility for conversion. The actual difference was that Judaism did not actively seek converts. This new wording makes it clear that Christian church communities welcomed new converts from a range of political and social standings, without implying that the Jewish communities of that era were unwelcoming.

Chapter 11, Grade Seven, hssfw-chapter11.doc, pages 246-247, lines 287-291, **Change:** “The Romans had an official state religion (Jupiter, Juno, deified former emperors) but they allowed people they had conquered to follow other religions. However, after some Jews rebelled against Roman rule, the Romans exiled many Jews from Judea Palestine, which led to ~~the~~ diaspora, or spreading out, of Jewish communities across Afroeurasia. After Judea revolted in 135 CE, the Romans re-named the area to minimize the Jewish connection to the land. Christians also got into trouble with Roman authorities because Christians refused to attend the official sacrifices to the Roman gods. The Roman authorities sometimes persecuted Christians and executed them, but at other times, Christians were left alone.”

**ICS Comments:** In 70 CE, the name of the land in revolt against the Romans was Judea. It was not until after the Bar Kochba revolt in 135 CE that the Romans re-named the area in an attempt to minimize the Jewish connection to the land.

An indefinite article “a” should replace the definite article “the” before diaspora because there were three events that led to Jewish diasporas in this era, a Babylonian Diaspora in 586 BCE, the first defeat of Judea by the Romans in 70 CE, and a second defeat of Judea in 135 CE.

Chapter 11, Grade Seven, hssfw-chapter11.doc, page 257, lines 525-527, **Change:** “Muslims did not usually force Christians or Jews, “~~p~~People of the bBook,” to convert, but people of other religions were sometimes forced to convert. Non-Muslims, including Christians and Jews, had to pay a ~~special~~ discriminatory tax to the caliphate, and the heavy tax burden sometimes pressured non-Muslims to convert.”

**ICS Comments:** People of the Book should be capitalized as a proper noun. The current phrasing seems to imply that “People of the Book” were exempt from these discriminatory taxes. All non-Muslims including Christians and Jews had to pay targeted taxes to the caliphate. Christians and Jews often paid a land tax (*kharaj*) and a poll tax (*jizya*), which was required to guarantee a cessation of hostilities and the protection of Muslim authorities. The exact restrictions and degree of enforcement varied across time and place. In some periods, Jewish communities faced severe persecution. At other times, Jewish communities had relatively harmonious relations with the Muslim majority. Muslims did not usually force Jews and Christians to convert at pain of death, but in some times and places there were forced conversions. The heavy tax burden sometimes pressured non-Muslims to convert in order to survive financially. These few brief additions explain with greater nuance the situation of non-Muslims under Islamic rule. For the People of the Book, life, property, and freedom of religion were usually protected, but their legal and social rights were restricted.

Chapter 11, Grade Seven, hssfw-chapter11.doc, pages 263-264, lines 667-670, **Add:** “Muslim merchants eventually traded from China to the Mediterranean, and Jewish merchants also traded freely in the Muslim world. They established communities across Afroeurasia that were connected by family ties and trade connections. The medieval primary source the *Travels of Benjamin Tudela* (c.1173) illustrates the role and experiences of Jewish merchants in the Muslim



world during the medieval era and various cultural exchanges in the ‘sites of encounters’ in Baghdad, Egypt, and Spain.”

**ICS Comments:** Tudela’s *Travels* reliably describes the geography and ethnography of the Middle Ages and, through its coverage descriptions of cultural exchanges and of the many medieval Jewish communities and their trade and religious connections, it answers the key Framework question, “What were the multiple ways people of different cultures interacted at sites of encounter?” Benjamin of Tudela provides firsthand descriptions of everyday life in the Middle Ages. Originally written in Hebrew, his itinerary was translated into Latin and later translated into most major European languages. It received much attention from Renaissance scholars in the 16th century. For more information see:

<http://www.jewishvirtuallibrary.org/jsource/biography/BenjaminTudelo.html>, and for the original see <http://www.gutenberg.org/ebooks/authors/search/?query=Benjamin,+of+Tudela>

Chapter 11, Grade Seven, Chapter 11, hssfw-chapter11.doc, page 292, lines 1256-1264, **Add:** “However, increasing intolerance of the Iberian Christian kingdoms to Jews and Muslims ended that multicultural society by 1500. Prior to the Christian re-conquest of Spain, Jews and Muslims were integral to the cultural, political, and economic life of a rich and diverse Spanish culture. In the late 14<sup>th</sup> century, Jews in Spain faced persecution, pogroms, forced conversions, and massacres. The Spanish Inquisition specifically persecuted converted Jews and Muslims, and the extremity of its methods invoked terror. About 250,000 Jews, roughly a quarter of the Spanish population, was forced to convert to Catholicism or flee Spain in 1492; Muslim converts were expelled in 1609.”

**ICS Comments:** To contextualize this exercise on intolerance, the Framework should note how integral Jews and Muslims were to the economy and culture of Spain at that time. The reaction of Ottoman Sultan Beyezid II to the expulsion decree, “You venture to call Ferdinand a wise ruler, he who has impoverished his country and enriched mine” illustrates the perceived value/contributions of the expelled Spanish Jews. The discussions of the expulsion of the Jews from Spain in 1492 and the Reconquista, should also cover the Spanish Inquisition and should convey the extremity of its methods and the terror it invoked. It should be noted that hundreds of thousands of Jews were forced to choose either conversion to Catholicism, expulsion from Spain, or death, and that Muslims were expelled after 1609 even if they converted.

Chapter 11, Grade Seven, hssfw-chapter11.doc, page 292, lines 1264-1268, **Change:** “The teacher concludes by pointing out that England, France, and other states also persecuted and expelled Jews in this period. ~~Tired of the~~ Fleeing persecution, many European Jews migrated to Poland, where the government gave them security and rights, to Russia, and elsewhere in Eastern Europe.”

**ICS Comments:** ICS greatly appreciates the inclusion of the history of Jewish expulsions in this exercise “Investigative Reporting on Intolerance,” and suggests two minor revisions above, the first to acknowledge the horrible persecution and the second to note that many Jews fled to escape it. European Jewish refugees who migrated to Eastern Europe, were not merely “tired of the” oppression. Whole communities in Germany, France, England, Spain, and Portugal were destroyed in attacks, which were the first impetus for Jews to migrate to Poland and Eastern Europe. Antisemitic libels originated in this period, and the status of Jews was brought to the fore with both more legal restrictions and protective moves enacted.

## Chapter 12: Grade Eight: United States History and Geography: Growth and Conflict

Chapter 12, Grade Eight, hssfsw-chapter12.doc, p. 364, lines 976-970, **Add:** “Literature can deepen students’ understanding of the life of this period, including the immigrant experience in the Great Plains portrayed in Willa Cather’s *My Antonia* and O. E. Rolvaag’s *Giants in the Earth*; life in the tenements of New York City as portrayed in Anzia Yezierska’s *Bread Givers*, and life in the slums portrayed in Jacob Riis’s books; the poems, journals, and journalism of Walt Whitman; and Mark Twain’s *Huckleberry Finn*, unsurpassed as a sardonic commentary on the times.

**ICS Comments:** To bolster the discussion of the immigrant experience, the Framework should mention a narrative about life in the tenements of New York City. Anzia Yezierska’s *Bread Givers* (1925) is a novel set in the Lower East Side of New York in a tenement and tells of the struggle between tradition and American independence.

## Chapter 14: Grade Nine – Elective Courses in History–Social Science

### World and Regional Geography

Chapter 14, hssfsw-chapter14.doc, page 382, lines 24-33, **Add:** “**World and Regional Geography** - How does a society’s geographic location and environment shape work and living opportunities as well as relationships with people outside of that society? This course provides an overview of the various regions in the world and examines their specific geographic features before turning to a thematic approach covering those issues of most significance from a global perspective. Important regions include North America, Middle and South America, Europe, Russia and Central Asia, East Asia, South and Southeast Asia, Southwest Asia, North Africa, sub-Saharan Africa, and Oceania.”

**ICS Comments:** Considering the centrality of the region of Southwest Asia to current events and world history, it is important to include it in any study of World and Regional Geography. Scholars of geography call the region formerly known as the Middle East, Southwest Asia. It consists of Turkey, Cyprus, Syria, Iraq, Iran, Lebanon, Jordan, Israel, Gaza and the West Bank, the Sinai Peninsula controlled by Egypt, and the seven countries of the Arabian Peninsula, including Saudi Arabia; it sometimes also includes the three states of the Caucasus, Georgia, Armenia, and Azerbaijan.

### Humanities

Chapter 14, hssfsw-chapter14.doc, page 404, lines 455-467, Humanities, **Add:** “Classical texts such as *The Odyssey*, the *Bhagavad Gita*, the *Aeneid* by Vergil, *Antigone* by Sophocles, the *Analects* by Confucius, the *Sri Guru Granth Sahib*, *Ramayana*, *Upanishads*, Greek myths, the Torah and Hebrew Bible, and the Christian Bible are all good starting points. From the Middle Ages through the early modern era, Urdu poetry, Chaucer and Shakespeare’s texts, Islamic architecture like Alhambra or Hindu architecture such as Cambodia’s Angkor Wat (which later became a Buddhist temple), West African iron regalia, and monuments and basketry from indigenous groups in the Americas all provide insight into earlier times. Modern representations include writings from Descartes, Thomas Paine, Chinua Achebe, Lu Xun, Leo Tolstoy, Maya Angelou, Erich Maria Remarque, and Isabel Allende; art by Pablo Picasso, Frida Kahlo, and Andy Warhol; and music ranging from Mozart to Woody Guthrie’s compositions all shed light on the diverse aspects of the human experience.”

**ICS Comments:** The classical texts of the Torah and the remainder of the Hebrew Bible have influenced art and literature for 2,000 years and should be included along with these other major texts from around the world. This will help students understand references to the Hebrew Bible in other literature, art, and music they will be studying. Also, it is best to note that the Christian Bible, containing the New Testament, is a separate classical text.

## **Chapter 15: Grade Ten: World History, Culture, and Geography: The Modern World**

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 448, lines 557-565, **Change:** “**How did native people respond to colonization?** in order to make sense of the multiple contexts and responses to colonization. Nationalist leaders, often educated in European universities, began to use ideologies rooted in the Enlightenment to challenge the injustice of Western and Japanese imperialism. Europeans, in turn, were shaped by their encounters with colonial peoples through their exposure to non-Western religions and systems of thought for the first time. Imperial encounters strengthened European nationalism at home as colonizers defined themselves in response to colonial “others.” ~~Events like the Dreyfus Affair in France highlight the rigidity of national identity, a symbol of injustice, the tension between the rights of the individual versus the greater needs of the state, the rise of anti-Semitism in Europe, and the birth of a Zionist movement as an alternative form of national identity.~~ In addition, there can also be internal tensions between dominant and dominated groups within a state or empire. For example, European Jews had felt that Enlightenment ideals of equality and citizenship applied to them, although they were a minority in the countries in which they lived. However, antisemitic events like the Dreyfus Affair in showed the Jews there that they were not considered French and were viewed as outsiders. This realization led to development of Zionism, an expression of Jewish nationalism, namely the belief in the right to self-determination for the Jewish people. This emerged in the context of a wave of nationalist movements sweeping Europe in the 19<sup>th</sup> century. The Holocaust further clarified the Jewish need for sovereignty; and galvanized international support for Jewish self-determination. This example illustrates the complexity of the relationships between dominant and dominated groups, and ethnic and national identities.”

**ICS Comments:** The Framework’s very long sentence has a great idea but with poor execution. It too quickly links the antisemitism of the Dreyfus Affair to (internal) colonialism and then to the nationalism of Zionism. However, the rush of ideas vaguely piled on in seven phrases is completely unclear and teachers will not be able to infer a lesson plan from it. Our suggested addition clarifies why antisemitism led to the Zionist movement and to “an alternative form of national identity,” and expands the linking of the complicated responses to colonization to internal colonialism.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 459, lines 692-594, **Change:** “The political and social map of the Middle East continued to be redrawn through European involvement in the region following WWI. Britain’s The Balfour Declaration of 1917 stated Britain’s support for a Jewish homeland. In addition, the British promised self-rule for Arabs to Sharif Hussein of Mecca, who believed that all of the region would be included in his state. which granted Jews involved in the Zionist movement a homeland in Palestine. Students should learn about the significance of postwar agreements in setting the world map and basis for future conflicts by addressing the question: **How was the Balfour Declaration implemented What postwar agreements impacted the map of the Middle East?** The following relevant primary sources

should be examined: Sykes-Picot Agreement (1916), Faisal-Weizmann Agreement (1919), Covenant of the League of Nations: Article 22 (1919), and the San Remo Resolution (1920), as well as the “Letter from British High Commissioner Sir Henry McMahon to Sharif Hussein of Mecca” (1915) and the “Balfour Declaration” (1917).”

**ICS Comments:** This is factually incorrect. The Balfour Declaration stated Britain’s support for a Jewish homeland, but did not actually grant Jews anything at all. Further, Britain worked against Jewish immigration to the region for more than 30 years after the Balfour Declaration in 1917. In their efforts to gain support during WWI, the British also made conflicting promises to the Arabs. These conflicting promises led both Jews and Arabs to feel betrayed at the end of the war. The erroneous question on the Balfour Declaration should be replaced with a question about the post-war agreements that directly impacted the map of and events in the Middle East.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 463, lines 773-783, **Add:** “The government established a system of Gulag labor camps in the Soviet Union and Siberia to contain political opposition. Stalin’s political consolidation led to the imprisonment and death of many, including wealthy peasants, non-Russians, Jews, and members of the Communist Party suspected of disloyalty. Students should learn about the magnitude of the imprisonment, persecutions, and death caused by totalitarian rule.”

**ICS Comments:** Stalin’s anti-Jewish persecutions are well documented so Jews should be included in this list. For example, there were purges of Jews from government positions after the Nazi-Soviet Pact and the relocation and deportation of Jews during WWII. From 1948 to 1953, a Soviet campaign ended what was left of Jewish culture, closing Jewish schools, publishers, newspapers, theatres, and museum, and in 1952, thirteen prominent Yiddish poets were murdered on orders from Stalin.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 465, lines 813-823, **Add:** “Once they had a foothold in government, the Nazis consolidated their power by limiting dissent and imprisoning opponents, restricting the rights of Jews and other “non-Aryans,” and rearming the German military. **How did Nazis come to power? Why did ordinary people support them?**

Longstanding prejudice against Jews and poor economic conditions after defeat in WWI created an atmosphere in which many Germans were receptive to Hitler’s messages falsely blaming Jews for all of Germany’s problems. Fascism provided a nationalist and militaristic alternative to both the individual rights privileged in liberal democracies and to communism. The fascists in Italy and the Nazis in Germany established state-directed economies, rearmed their militaries, and imposed gender, religious, and racial hierarchies in the name of an ultra-patriotic nationalism.”

**ICS Comments:** This section lacks an answer to the two questions posed, “How did Nazis come to power? Why did ordinary people support them?” and this addition provides brief summary answers.

Chapter 15: Grade Ten, hssfw-chapter15.doc, pages 469-470, lines 925-933, **Change:** “Before and during the worldwide conflict, the Nazis implemented racial policies across the portions of Europe they controlled. The question: **How was the Holocaust enacted?** can guide students’ exploration into the magnitude, terror, and loss of life caused by Nazi policies. These policies drew upon racial and eugenicist ideologies. Jehovah’s Witnesses, Poles, Gypsies, homosexuals, and political activists faced harassment, imprisonment, and death. Jews were the particular targets of Nazi violence. Nazi policies and actions evolved over time. From 1933-

1939, the Nazis used tactics of dehumanization, state-sponsored racism, stripping of rights (e.g., the Nuremberg Laws), escalation of persecution (e.g., Kristallnacht), and the establishment of concentration camps and ghettos. From 1939-1941, they removed Jews from society on German-occupied areas through ghettoization and deportation to concentration camps. From 1941-1945, the Nazis shifted to genocide, euphemistically called the “Final Solution”. Germans and their allies ultimately killed some murdered six million Jews and millions of others through starvation, forced labor, and by shooting and gassing victims.”

**ICS Comments:** The answer to this important key question can be guided by the addition of this short description of the evolution of Nazi policies. Just listing targets of persecution and numbers fails to give teachers a scaffold on which to explain how the Holocaust was enacted, and leaves students without the tools to answer these key questions.

It is important to remove the qualifier “some” from six million. There is great scholarly agreement on the number of Jews murdered by the Nazis, and the verb “murdered” more accurately depicts the horror of genocide. The text should reflect the widely accepted figure.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 470, lines 934-938, **Change:** “The sheer scope, the action (or inaction) of civilians, and the inhumanity of the Holocaust can be overwhelming to some students. Utilizing memoirs, such as Elie Weiesel’s Night, teachers can provide students with a deeply personal understanding of the Holocaust, as can the use of carefully selected primary source materials.”

**ICS Comments:** Author Elie Wiesel’s last name is misspelled here. Wiesel is the correct spelling of the name.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 470, lines 942-943, **Add:** “Students may also examine instances of resistance to the Holocaust by Jews and others. For example, the Jewish partisans were teenagers who fought back against the Nazis.”

**ICS Comments:** Focusing on Jewish and non-Jewish partisans who fought against the Nazis is another positive way to connect students to the upheavals of WWII. Given that these were teens, their story is particularly relevant and will help connect students to the history being taught. The Jewish Partisan Educational Foundation is an excellent source of lessons, videos, and documentaries aimed at high school world history students, and the interviews with surviving Jewish partisans illustrated by photos and maps from their teen days fighting as partisans in WWII are particularly moving and inspiring. For more information, see <http://www.jewishpartisans.org/>. It may be helpful to include this resource in the Framework.

Chapter 15: Grade Ten, hssfw-chapter15.doc, pages 470-471, lines 943-957, **Change:** “~~While on the one hand it~~ It is incredibly challenging to teach the enormity and severity of the Jewish experience during the war. ~~†~~Teachers also often face challenges when trying to explain to students how “the ~~f~~Final ~~s~~Solution” could be carried out by Germans. It took thousands of ordinary Germans to operate the machinery of death; the German military, infrastructure, and even economy ~~wasere~~ mobilized to kill people. ~~While students may want to dismiss and apply moral judgments to all Germans who participated in the extermination, it is important for teachers to get beyond that moral reaction and to emphasize how in wartime, ordinary people do terrible things and they should trace how the German machinery of death grew as large as it did, and why Germans were complicit in it.~~ Lessons on the subject should create a safe and structured way for students to share a range of reactions and a forum for discussing complicity and moral

responsibility. Students may ponder what moral lessons they have learned about the dangers of prejudice, discrimination, racism, and blind obedience to authority.”

**ICS Comments:** It is offensive and inappropriate to suggest that teachers should dismiss the enormity of the crimes of the German Nazis and that they should help students “get beyond that moral reaction.” The Framework should not whitewash genocide by stating that teachers should “emphasize how in wartime, ordinary people do terrible things.” Rather, the Framework should suggest that teachers prepare to guide their students in expressing their emotions and providing room for students to make moral judgments on German participation in genocide. The question at the end can be a helpful summative exercise for students. If civics is a value in education, history education requires thoughtful reflection on lessons we can learn from the past. The troublesome grammar and language of this section suggests it is a work in progress, and we trust the committee will correct this passage. It is customary to capitalize “Final Solution.”

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 471, lines 253-257, **Add:** “Primary sources from the Nuremberg Trials and wartime statistics can help students learn about the scale of the Holocaust. The 6 million Jews murdered by the Nazis during the Holocaust comprised two-thirds of European Jewry, or one-third of the world population of Jews. Immediately following the war, genocide, the systematic killing of members of an ethnic or religious group, was established as a crime under international law through the development of the United Nations.”

**ICS Comments:** These two brief statements will help teachers and students grasp the enormity of the Holocaust and its toll on the Jewish population.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 477, line 1077, Grade Ten Classroom Example: Why and How was the Cold War Fought? **Change:** “Next, students apply their working definitions of Third Way by studying Egypt’s Gamal Abd al-Nasser’s decision to nationalize the Suez Canal in-depth. Students read and discuss the historical background of the Canal, starting with its development in the nineteenth century, Egypt as a British protectorate, Nasser’s revolution, and the invasion of Egypt by British, French, and Israeli troops in 1956. Students then analyze Nasser’s 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international diplomatic conference: the US, the USSR, Egypt, Great Britain, France, Israel, and Indonesia. Each group formally presents their position on the crisis, informed by additional primary source evidence provided by Mr. Stan, through a poster, a written position paper, an oral presentation, and active participation in an open debate with other countries.

Source: This classroom example is a summarized version of the “Decolonization” lesson from *The History Blueprint: The Cold War*, Copyright © 2013, Regents of the University of California, Davis Campus. The History Blueprint is a free curriculum developed by the California History-Social Science Project (<http://chssp.ucdavis.edu>), designed to increase student literacy and understanding of history. Three units are available for free download from the CHSSP’s website, including The Cold War, a comprehensive Standards-aligned unit for tenth and eleventh grade teachers that combines carefully selected and excerpted primary sources, original content, and substantive support for student literacy development. For more information or to download the curriculum, visit: <http://chssp.ucdavis.edu/programs/historyblueprint>.”

**ICS Comments:** It is questionable to use for an example of the Third Way, a 1956 speech by Egypt’s Gamal Abd al-Nasser, when in 1955 Nasser’s Egypt became a Soviet client state after a

multi-million dollar arms deal through Czechoslovakia. ICS recommends this misleading example be deleted.

If the Framework does continue to include this sample lesson, then all of the parties to the Suez Crisis of 1956 should be represented. In the “mock Suez Canal Conference” Israel is not included on the list of countries whose position on the crisis should be represented by students, even though Israel was an active player, having responded to stop attacks on its territory by Egypt and regain access for Israeli shipping in the Gulf of Aqaba, the Straits of Tiran, and the Suez Canal. It is unclear why Indonesia is included in the Framework list, but Israel is omitted.

The source for this excerpt “CWW2.9 The Suez Canal Crisis Conference” fails to include a position paper representing Israel, provides no Israeli primary sources, and gives no summary of the goals of Israeli involvement in the Suez Crisis. The unit provides background and position papers for the U.S., the U.S.S.R., Great Britain, France, Indonesia, and even Pakistan, but not Israel. This resource’s exclusion of Israel is puzzling and seems to reflect a political position rather than historical reality. This is not a good pedagogical strategy and harms student understanding and learning.

N.B. ICS will submit a separate document addressing the inaccurate content on the Arab-Israeli conflict in “Cold War World Lesson #2: Decolonization” before the close of public comment.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 479, lines 1079-1086, **Change:** “As industrialized nations grew more dependent on foreign oil, the Middle East became a central battleground of the Cold War. Students can continue their comparative studies of the Cold War in the Middle East by considering this question: **How was the Cold War waged all over the world?** In the Middle East, nationalism first arose in the region in the years leading up to WWI, continued to gain strength after WWI, and emerged as a powerful force during the post-WWII period. For example, Iran nationalized its oil industry after WWII, provoking an international backlash that ultimately ended in a CIA-led coup d’etat in 1953. Middle Eastern nations also often tried to play one superpower against the other.”

**ICS Comments:** It is important to be clear that nationalism in the Middle East predated the Cold War. Both Arab and Jewish nationalism arose in the late 19<sup>th</sup> century, increased leading up to and during WWI, and gained strength between the world wars. Jewish nationalism increased following the Dreyfus Affair and the First Zionist Congress was held in 1897. There was an Arab Congress in 1913, and an Arab revolt during the First World War. Before the end of WWII, Egypt (1922), Iraq (1932), and Lebanon (1943) became independent, and Syria and Jordan became independent states shortly thereafter in 1946, and Israel in 1948.

Chapter 15: Grade Ten, hssfw-chapter15.doc, page 479, lines 1086-1095, **Change:** “The legacy of the Holocaust greatly influenced world opinion favoring the idea of a Jewish state. In 1947, the United Nations General Assembly voted to pass a partition plan ~~that would have to~~ divided the British Mandate for Palestine into separate Jewish and Arab states. When the British Mandate ~~of Palestine expired ended in~~ 1948, Britain withdrew and David Ben-Gurion declared the establishment of established the Jewish Sstate of Israel on behalf of the Jewish community and became Israel’s first prime minister. Students should return back to the post WWI agreements and the Balfour Declaration and recall the competing interests in the creation of Israel and nationalism in the region. In response to an independent Israel, ~~the five~~ five Arab states surrounding Israel launched an invasion of the newly-declared ~~nation~~ state. Students should use

this post-colonial and Cold War background as part of the context that frames the ongoing struggles in the Middle East.”

**ICS Comments:** It should be made clear that all member states voted in the UN General Assembly, resulting in the passing of the partition plan (resolution 181). The official name was the British Mandate for Palestine and this is how it should be identified in the Framework. The end of the British Mandate was not due to the expiration of that mandate for ruling but, rather, occurred when Great Britain withdrew from ruling the region.

It should be made clear that David Ben-Gurion, was the one to publicly declare the establishment of the State of Israel, but it was not he alone who established it. By virtue of declaring it publicly on behalf of the Jewish community and its organizations ipso-facto, it was a state. The full name of the country is the State of Israel (*Medinat Yisrael*) in Hebrew, and since it is proper noun, it should be capitalized. David Ben-Gurion became the first Prime Minister of the State of Israel.

As noted earlier, students should refer back to the post-WWI agreements that wrote the map of the Middle East, not read only the Balfour agreement.

Immediately after Israel declared statehood on May 14, 1948, five Arab armies invaded, Egypt, Syria, Jordan, Lebanon, and Iraq, and so “five” should be added. The Jews were a nation, a people with a common religion, language, culture, for three thousand years, but they did not get a state of their own until 1948. Thus, the term “state” rather than “nation” should be used here.

## **Chapter 16: Grade Eleven: United States History and Geography: Continuity and Change in Modern United States History**

Chapter 16, Grade Eleven, hssfw-chapter16.doc, pages 510-511, lines 181-190, **Change:** “Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived? A distinct wave of southern and eastern European immigration between the 1890s and 1910s (distinct from an earlier mid-19<sup>th</sup> century wave of immigration that resulted from European developments like the Irish Potato Famine) brought tens of millions of darker-skinned, non-English-speaking, non-Protestant migrants, mostly Jewish and Catholic, to American cities. Being pushed from their homelands for economic, political, and religious reasons, this diverse group was pulled to America with hope for economic opportunities and political freedom.”

**ICS Comments:** Eastern European Jews and Italian Catholics were the largest immigrant groups during the period of New Immigration 1880-1924. Approximately two million Eastern European Jews and four million Italian Catholics came to America between 1880 and 1924.



## Additional Literature Recommendations for the Elementary Grades

### Chapter 3: Kindergarten

Chapter 3, Kindergarten, hssfw-chapter3, page 40, lines 26-32. **Add:** “Learning and Working Together - In Standard K.1, students explore the meaning of good citizenship by learning about rules and working together, as well as the basic idea of government, in response to the question, How can we learn and work together? An informational book such as *Rules and Laws* by Ann-Maria Kishel may be used to introduce the topic while teachers use classroom problems that arise as opportunities for critical thinking and problem solving. The picture book, *No Rules For Michael* (Sylvia A. Rouss), could be used to show how rules help us learn and work together.”

**ICS Comments:** The key question for this section is “How can we learn and work together?” *No Rules For Michael* (Sylvia A. Rouss) is a picture book about learning about sharing, and friends, and how rules help us learn and work together. Michael says he would rather there were no rules, but when his teacher gives him a day without rules, Michael learns important lessons.

Chapter 3, Kindergarten, hssfw-chapter3, page 43, lines 74-89. **Add:** “National and State Symbols - Kindergarten students explore the strands of national identity and cultural literacy by learning about national and state symbols in Standard K.2, using the question, What does it mean to be American? Students may investigate the importance of national and state symbols such as the national and state flags, the bald eagle, and the Statue of Liberty and how these symbols relate to America’s cultural and national identity. Students can begin to discover the values and principles in these symbols, by examining photographs, artwork, poems, as well as literature and informational texts. The teacher may choose to integrate this standard with Standards K.6.1 and K.6.2 and create a larger unit on national symbols, holidays, and important Americans.

Literature, such as *America the Beautiful* (Katherine Lee Bates); *Fireworks, Picnics, and Flags* (Jim Gribbin); *Naming Liberty* (Jane Yolen); and *Purple Mountain Majesties* (Barbara Younger), can both engage and develop student understanding of these standards. In addition, songs such as “America the Beautiful,” the “Star Spangled Banner,” and Woody Guthrie’s “This Land Is Your Land,” all support student engagement and learning.

**ICS Comments:** This section ask students to learn about national symbols like the Statue of Liberty, and the last section in the kindergarten Framework asks students to learn about Reaching Out to Times Past. *Naming Liberty* (Jane Yolen) is a picture book that combines two of the Framework’s kindergarten themes by telling two stories, one of a Russian-Jewish family emigrating to America and also the story of French artist Frederic Bartholdi as he creates the Statue of Liberty.

### Chapter 5: Grade Two

Chapter 5, Grade Two, hssfw-chapter5.doc, pages 62-63, lines 64-74 **Add:** “Students may utilize world maps to locate places of family origin as part of the study of family history in Standard 2.1 in response to the question, **Why do people move?** This allows the geographic theme of movement to be explored—why people move from place to place, as well as how and why they made the trip. Students gather evidence about the reasons and ways in which people move, by interviewing family members and neighbors, sharing their interviews with each other, and by reading historical fiction and nonfiction accounts of immigration experiences. Historical fiction

books such as *Watch the Stars Come Out*, by Riki Levinson, *Leaving for America*, by Roslyn Bresnick-Perry, and *The Long Way to a New Land*, by Joan Sandin, allow students to draw comparisons between their families' immigration stories and those of other people in other times.

**ICS Comments:** *Leaving for America* by Roslyn Bresnick-Perry illustrates life in a Russian Jewish community as seen through the eyes of a seven year-old girl who is leaving with her mother to start a new life in America in 1929. This immigrant tale answers the key question why do people move? It rounds out the student's understanding of the range of immigrant experiences that impact America as we know it. This immigrant tale complements the other books because it clearly addresses the key question "why do people move?" focusing on the decision to leave, the trip, and the arrival in a new land.

## Chapter 7: Grade Four

Chapter 7, Grade Four, hssfw-chapter7.doc, pages 99-100, lines 350-367, **Add:** "Students study how the discovery of gold and the spread of its news throughout the world affected the multicultural aspects of California's population. Students can compare the long overland route over dangerous terrain to the faster sea route, either via Panama or around Cape Horn. Teachers can read aloud excerpts from Richard Henry Dana, Jr.'s *Two Years Before the Mast*. The arrivals of Asians, Latin Americans, and Europeans are included as part of this narrative. Students can also explore how the gender imbalance between women and men in California during the gold rush era allowed women who wished to participate in the gold rush to pass as men and led to a number of men to take on women's roles. To bring this period to life, students can sing the songs and read the literature of the day, including newspapers. They might dramatize a day in the goldfields and compare the life and fortunes of a gold miner with those of traders in the gold towns and merchants in San Francisco. Students might also read historical fiction, such as *Legend of Freedom Hill* by Linda Jacobs Altman, and *By the Great Horn Spoon* by Sid Fleischman, which will provide an opportunity to incorporate the CCSS Reading Literature standards and allow students to contrast historical fiction with primary sources, secondary sources, and other informational texts.

**ICS Comments:** This work fills in the gap about other groups in the California Gold Rush, Jews and African-Americans who are rarely covered in the literature, illustrating "the multicultural aspects of California's population" (line 351) and the rich "ethnic, social, and cultural diversity" (line 7) of the state during this formative period. In *Legend of Freedom Hill* by Linda Jacobs Altman, best friends Rosabel and Sophia are outsiders in California during the Gold Rush period. Rosabel has freedom papers, but she's the daughter of a runaway slave; Sophia belongs to the only Jewish family in town. When a slave catcher seizes Rosabel's mother, "Miz Violet," the two resourceful girls pan for gold, and use their claim to buy the freedom of Miz Violet and four other slaves.

Chapter 7, Grade Four, hssfw-chapter7.doc, page 105, lines 411-422, **Add:** "In discussing California statehood, students should consider the link between California's bid to join the Union with the controversy over slavery expansion in the United States. California played an important role in the Compromise of 1850, which signaled Congress' desire to balance slave and non-slave representation in government, but also in many ways foreshadowed the impending crisis of the Civil War. Students may discuss a number of questions related to California's statehood and the nation's Civil War. For example, students might consider, whether gold from California helped

the Union win the war, how individual Californians supported the war effort, and the role of the California Brigade in the Battle of Gettysburg. Students might also read historical fiction, such as *Legend of Freedom Hill* by Linda Jacobs Altman, which illustrates the situation of escaped slaves in California during the Gold Rush. Comparisons can also be made between governments during the Spanish and Mexican periods and after California became a state.”

**ICS Comments:** See comments above.

**Contact:**

Lisa Wurtele Senior Editor, Institute for Curriculum Services lwurtele@icsresources.org	Aliza Cramer Elias Director, Institute for Curriculum Services aelias@icsresources.org
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